

# Building the Foundation for Differentiation

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**Differentiated Instruction is a proactively planned, interdependent system marked by**

**A Positive  
Community of  
Learners**

**Focused, High-  
Quality  
Curriculum**

**Ongoing  
Assessment**

**Flexible  
Instructional  
Arrangements**

**Respectful Tasks**

## **“Evaluator”**

Think about what you believe are some signs of an effectively differentiated classroom. Come up with at least 5 “indicators” that a principal could “look-for” during an observation that would suggest evidence of an effectively differentiated classroom. (Possible sentence starter, “The teacher...”.) The indicators you choose should capture the essence of what you think differentiated instruction is or requires.

## **“Empathizer”**

How might a student who has experienced a well-differentiated classroom view what his/her teacher did? Pretend you are a student who is writing his/her teacher a “thank-you” email/letter, either at the end of the year or in high school. Make sure the students’ sentiments highlight (albeit in subtle ways) the essence of differentiated instruction. Annotate your letter, if necessary.

## **“Communicator”**

Imagine that D83 is launching a new page on its website that is devoted to explaining and illustrating differentiated instruction to parents and community members. As Dr. Lane, you have been given the charge of crafting an “official” district definition/ philosophy statement that will be featured on the page. Your goal is to communicate the essence of differentiated instruction in a way that is clear for “non-educators.”

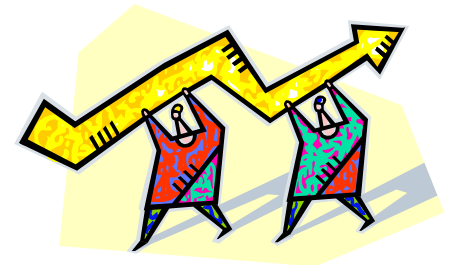
## **“Free Thinker”**

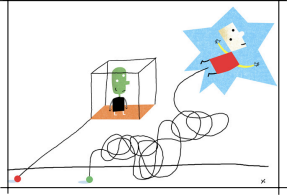
Come up with your own way of showing what you think differentiated instruction is. Make sure (1) you are assuming the **role** of someone other than yourself; (2) your work is directed toward an identifiable **audience**; (3) and your work in a particular written, oral, or visual **form**.

**Ongoing  
Assessments**

**Big Idea of Assessment in the  
Differentiated Classroom**

**Meaningful  
assessment is  
focused on  
high-quality,  
clear learning  
goals.**





# Grades and Mindset

## Fixed Mindset

### Learners

- Give up faster
- Persist less often
- Resist challenge/play it safe
- Feel hopeless or entitled
- Focus more on grades than learning
- See feedback as punitive
- Cheat more often

## Fluid/Growth Mindset

### Learners

- Care more about learning than grades
- Keep trying in the face of difficulty
- Believe effort will pay off
- See feedback as useful information
- Cheat less often

Carol Dweck---Mindset: The New Psychology of Success (2006)

## Feedback and Goal Setting

### Pre-Assessment

#### (Finding Out)

Pre-test  
Inventory  
KWL  
Checklist  
Observation  
Self-evaluation  
Questioning

### Ongoing (Formative) Assessment

#### (Keeping Track & Checking Up)

Conference  
Peer evaluation  
3-minute pause  
Observation  
Talkaround  
Questioning  
Exit Card

### Summative Assessment

#### (Making Sure)

Unit Test  
Performance Task  
Product/Exhibit  
Demonstration  
Portfolio Review  
Essay

## Ongoing Assessment and Adjustment

*Using frequent formative assessment is the only way we will be able to gauge if our curriculum and instruction is...*

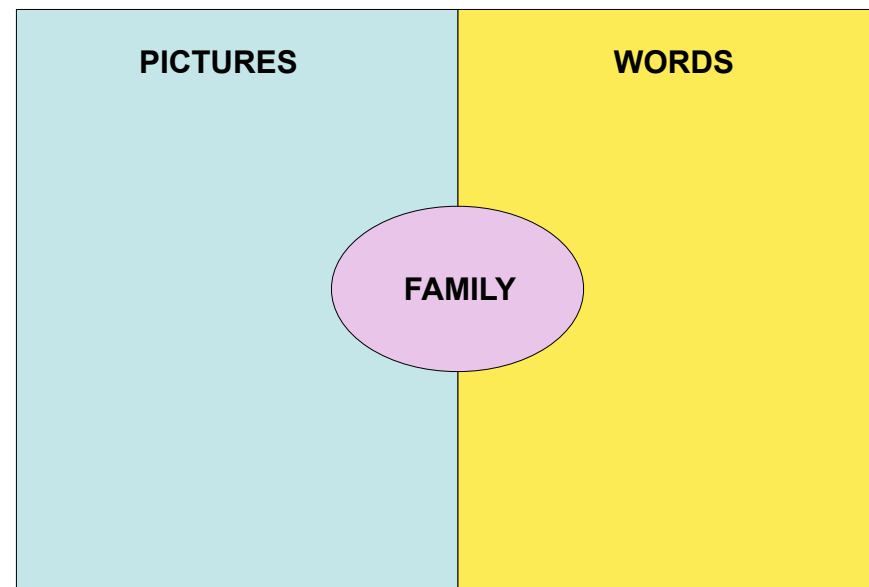
- ...providing our students with the proper degree of support and **Challenge**
- ...acting as a source of **Affirmation**
- ...allowing them to make a real **Contribution**
- ...providing them with a sense of **Power**
- ... providing them with a sense of **Purpose**

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# Graphic Organizers

<i>TOPIC or CONCEPT</i>	
<u>DEFINE IT</u>	<u>GIVE IMPORTANCE</u>
<u>LIST EXAMPLES</u>	<u>LIST NON-EXAMPLES</u>



Name \_\_\_\_\_

Rate the following grammatical terms as follows:

1. I've never heard of this before.
2. I've heard of this, but am not sure how it works.
3. I know about this and how to use it.

- \_\_\_\_\_ Direct object
- \_\_\_\_\_ Direct object pronoun
- \_\_\_\_\_ Indirect object
- \_\_\_\_\_ Indirect object pronoun
- \_\_\_\_\_ Object of a preposition
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Interrogative adjective

## Pre-assessment for Writer's Voice Unit

Name \_\_\_\_\_

1. What is "writer's voice"?
2. Give an example of a sentence written with a strong writer's voice.
3. Look at what you wrote for question 2.  
What is it that gives this sentence a strong writer's voice?

## Exit Cards

Exit Cards (a.k.a., "ticket") are a quick, informal way of gathering information on student readiness, interests, or learning profiles.

✓ The teacher hands out index cards or slips of paper to students at the end of an instructional segment or class period. The teacher asks the students to respond to a pre-determined prompt, and then turn the card/slip in as they leave the classroom or transition to another subject.

✓ The teacher reviews the responses, and can easily separate students into instructional groupings for the following day.

## Exit Card: Primary Math

NAME \_\_\_\_\_

**Give an example of an odd number.**

**Give an example of an even number.**

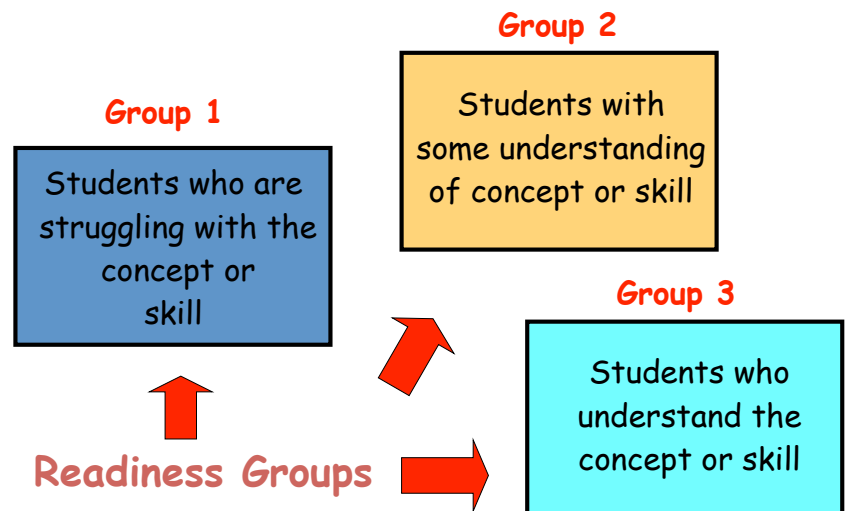
**How can someone tell the difference between an odd number and an even number?**

## 3-2-1 Cards

Name: \_\_\_\_\_

- **3 things I learned** today about how animals adapt to their environment...
- **2 questions** I still have or things I am confused about...
- **1 thing** I would *like to learn more* about...

## EXIT CARD GROUPINGS



*The following instructions may be listed on the board as students enter the classroom:*

1. Fill out an entry card on the following:

- What really made sense to you on last night's homework?
- What questions do you have about last night's homework?

2. Begin to answer the following writing prompt....

## Windshield Check

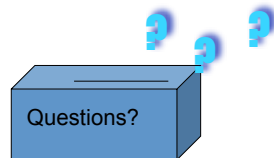


- CLEAR – “I get it!”
- BUGS – “I get it for the most part, but I still have a few questions.”
- MUD – “I still don’t get it.”

### Alternative Method:

Thumbs-up/Wiggle palms/Thumbs down

## Question Box



- After doing today's exit card, what questions do you still have?
- “I still don’t get...”
- “I don’t understand why...”
- “I understood everything until...”
- $y=mx+b$  ???

Student A

## 1-2-3 Summarizer

**After reading over my rough draft...**

**1 thing I *really like* about it**

**2 resources I can use to help improve it**

**3 revisions I can make to improve it**



An exit card focused on student planning

# Graphic Organizers

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Fayer  
Diagram

## Habitat Pre-Assessment

Name: *Lauren*

<b>Define it...</b> <i>Where a hamster lives</i>	<b>Give an example...</b> <i>My garage</i>
<b>Give a non-example...</b> <i>The ocean</i>	<b>Ask a question about it...</b> <i>Can hamsters swim?</i>

## Habitat Pre-Assessment

Name: *Carl*

<b>Define it...</b> <i>The place where a plant or animal species naturally lives and grows</i>	<b>Give an example...</b> <i>Koalas are found in a range of habitats, from coastal islands and tall eucalypt forests to low woodlands inland.</i>
<b>Give a non-example...</b> <i>(Mis-use of word) Smoking is a very bad habitat!</i>	<b>Ask a question about it...</b> <i>Is it true that millions of years ago, the habitat of the koala was actually the rainforest?</i>

[BACK](#)

## "Tesselations" Pre-Assessment

Name: *Eric*

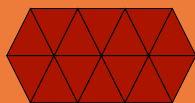
<b>Define it...</b> <i>A prehistoric fish</i>	<b>Give an example...</b> <i>Tesselations no longer live on earth.</i>
<b>Give a non-example...</b> <i>I don't know</i>	<b>Ask a question about it...</b> <i>Why are we studying tesselations in math?</i>

## "Tesselations" Pre-Assessment Name: Sally

Define it...

*To "tessellate" means to form or arrange small squares in a checkered or mosaic pattern. A tessellation is the pattern formed.*

Give an example...



Give a non-example...



Ask a question about it...

*Have you visited the website on tessellations: [http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaictool.html?offer\\_id=PMTHF](http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaictool.html?offer_id=PMTHF)*

## Your Turn to create an assessment



- Take a look at the unit/lesson that is coming up
- How might we measure what a student knows ahead of time (pre-assessment)
- How might we check for understanding along the way (ongoing assessment)

## Evaluating your Experience



Below is a link to ASCD's online Professional Development Feedback Survey. We encourage all participants to complete the online evaluation within the next ten (10) days. All responses will be anonymously reported to ASCD.

[http://surveys.ascd.org/wsb.dll/4/capacity\\_building.htm](http://surveys.ascd.org/wsb.dll/4/capacity_building.htm)

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services you receive

